

**THE CONTRIBUTION OF STUDENTS' LEARNING FACILITIES,
LEARNING MOTIVATION, AND LEARNING STRATEGIES TOWARD
ENGLISH WRITING SKILL OF THE FIRST GRADE STUDENTS OF
SMK BATIK 02 SURAKARTA ACADEMIC YEAR 2020/2021**



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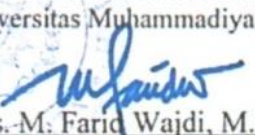

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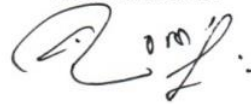
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A handwritten signature in black ink, appearing to read 'Suparno Aji', with a stylized flourish at the end.

Suparno Aji

**THE CONTRIBUTION OF STUDENTS' LEARNING FACILITIES,
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Abstract

This research is aimed at knowing: (1) the contribution of learning facilities, learning motivation, and learning strategies to students' English writing skills (2) the contribution of learning facilities to students' English writing skills (3) the contribution of learning motivation to students' English writing skills, and (4) the contribution of learning strategies to the English writing skills of students of SMK Batik 2 Surakarta. This type of research is quantitative research. The results of this study indicate that: 1) there is a significant positive relationship of learning facilities, learning motivation and learning strategies on students' English writing skills with an F value greater than F table ($3,711 > 2.71$) and a significance value of $0.017 < 0, 05$; 2). There is a significant positive relationship of learning facilities on students' English writing skills with a significance level of $0.025 < 0.05$; 3). There is a significant positive relationship of learning motivation on students' English writing skills with a significance value of $0.006 < 0, 05$., 4). There is significant positive relationship of learning strategies on students' English writing skills with a significance value of $0.673 > 0.05$. The results of the analysis of the coefficient of determination (R^2) are 0.166%. These results indicate that there is a significant positive relationship on the contribution of the independent variable to the dependent variable both individually and simultaneously. Statistically, learning facilities and extrinsic motivation provide the largest contribution to student motivation towards students' English writing skills.

Keywords: learning facilities, learning motivation, learning strategies, students' English writing skills

Abstrak

Penelitian ini bertujuan untuk mengetahui (1) kontribusi fasilitas belajar, motivasi belajar, dan strategi pembelajaran terhadap kemampuan menulis bahasa inggris siswa, (2) kontribusi fasilitas belajar terhadap kemampuan menulis Bahasa inggris siswa, (3) kontribusi motivasi belajar terhadap kemampuan menulis Bahasa inggris siswa (4) kontribusi strategi pembelajaran terhadap kemampuan menulis Bahasa inggris siswa SMK Batik 2 Surakarta. Jenis penelitian ini adalah penelitian kuantitatif. Hasil penelitian ini menunjukkan bahwa: 1) terdapat pengaruh positif signifikan fasilitas belajar, motivasi belajar dan strategi pembelajaran terhadap kemampuan menulis bahasa inggris siswa dengan nilai F hitung lebih besar daripada F tabel ($3,711 > 2,71$) dan nilai signifikansi sebesar $0,017 < 0,05$., 2) Terdapat pengaruh positif signifikan fasilitas belajar terhadap kemampuan menulis bahasa inggris siswa dengan tingkat signifikansi sebesar $0,025 < 0,05$., 3) Terdapat pengaruh positif signifikan motivasi belajar terhadap

kemampuan menulis bahasa inggris siswa dengan nilai signifikansi sebesar $0,006 < 0,05$., 4) Terdapat pengaruh positif signifikan strategi pembelajaran terhadap kemampuan menulis bahasa inggris siswa dengan nilai signifikansi sebesar $0,673 > 0,05$. Hasil analisis koefisien determinasi (R^2) sebesar 0,166%. Hasil tersebut menunjukkan bahwa terdapat pengaruh positif signifikan sumbangan variabel independen terhadap variabel dependen baik secara individual maupun simultan. Secara statistik fasilitas belajar dan motivasi ekstrinsik memberikan sumbangan terbesar dalam motivasi siswa terhadap kemampuan menulis bahasa inggris siswa.

Kata kunci: fasilitas belajar, motivasi belajar, strategi pembelajaran, kemampuan menulis Bahasa inggris siswa

1. INTRODUCTION

Teaching and learning process involves people; they are students and teachers. According to Sardiman (2010:14), teaching and learning process is an interaction process between two human beings element, namely the students as those who learn and teachers as those who teach. Since students learn more from their teachers, teachers can influence students, especially students' learning. Purwanto (1998:106) states that one of the factors influencing students' learning achievement is a teacher. Those definitions mean that the teacher becomes the most important element which should be required in the learning activities. He or she will influence the students to have some developments such attitude, motivation, communication, materials of learning, etc.

Then, in the process of learning language, there are many variables that determine the success of a language learner. Language learning success is associated with a range of factors including age, gender, motivation, intelligence, anxiety level, learning strategies and language learning styles and student learning facilities (Sharp, 2004). In a class made up of various learning styles, it is always necessary for the teachers, particularly the language teachers to identify, respect and work on the diversity of the learners' differences.

Schools are formal institutions which plays a very important role in improving the quality of Human Resources (HR). The school also can be called as a place for Teaching and Learning Activities (*Kegiatan Belajar*

Mengajar). The learning process and the results can only be observed from changes in behavior that are different from the previous one in terms of knowledge, affective and psychomotor. Broadly speaking, the learning process is influenced by two factors, namely internal factors and external factors. The learning process will certainly not be separated from learning facilities. Learning facilities are very important in the learning process to facilitate teaching activities.

Supported by Syah (2007: 154), said that “learning tools are influential factors in determining the level of student learning success”. Learning facilities are one of the factors that influence the learning process. So, the learning process will be more productive and produce optimal learning achievement if students, teachers, and subject matter are supported by adequate facilities and good utilization.

Facilities or supporting can be divided into 2 types, namely: a. Physical facilities are all things in the form of objects or physical can be constrained, which have a role to facilitate and launch a business. Physical facilities are also called material facilities. Example: classroom furniture, office furniture, laboratory furniture, library and practice room b. Money facilities are all things easier for an activity as a result of the operation of the value of money. This facility is usually in financial management or financing. (Suharsimi, 2008: 174)

According to Hamalik (2008:103) related learning facilities as an element of learning support, that “There are three things need our attention, namely the media or learning aids, learning equipment, and learning spaces. These three components are interrelated and influence each other. Overall, these three components contribute, both individually and collectively to learning activities and success”.

In addition, Oemar Hamalik (2003) related to learning facilities as an element of learning support, that: "There are three things that need our attention, namely the media or learning aids, learning equipment, and learning spaces. These three components are interrelated and influencing each other.

Overall, these three components contribute, both individually and collectively to learning activities and success ".

Then, Mulyani (in Suharsimi and Lia, 2008), "School libraries are work units that are an integral part of school educational institutions in the form of storing collections of library materials that are arranged systematically in a certain way for students and teachers to use as a source of information in in order to support learning and teaching programs.

While, learning motivation can affect student learning outcomes in English. The students need special power that come from their inner selves to help them to get success in learning English called motivation. Motivation is concerned with personal energy directed towards the achievement of particular goals (Cole, 1994:368). Moreover, Nunan (1991:174) states that motivation is vital to the success of learning a foreign language. Motivation can affect both new learning and the performance of previous learned skills, strategies, and behaviors, which has important for schooling (Harmer, 2001:3). They will do their best to learn and practice in language learning. Students with high motivation seem to use all of his efforts to learn and do the activity which directs him to the goal of the learning. Students with low motivation usually reluctantly engage in learning activities. Therefore students' motivation will influence the students' outcomes in language learning.

Elliot (2000:345) stated from several of the most crucial influences on motivation, among them are anxiety, attitudes, curiosity, locus of control, learned helplessness, self-efficacy and cooperative learning. Then, the indicators of students' motivation according to Harter's (1981) theory are intrinsic motivation and extrinsic motivation.

Besides motivation, another element that influences the students' successes in learning English is learning strategy. As stated by Oxford (1990:1), and O'Malley and Chamot (1990:1), learning strategies are one of main factors that is used by the students to determine the process and to achieve their goals in learning a foreign language. While, the benefits of

learning strategy are firstly making learning easier, secondly making learning faster, thirdly making learning more enjoyable, fourthly making learning more self-directed, fifthly making learning more effective, and the last making learning more transferable to new situation. Using strategy in learning English is helpful, and it will make time in learning English more effective and efficient. Students can optimize and enjoy their learning by using learning strategy. Furthermore, they can improve their quality of learning. Students can respond their learning needs and acquire knowledge better than those who do not know or use learning strategy (Oxford, 1990:8).

Oxford (1990:16) divided learning strategy into two main categories: 1) Direct strategy consists of 3 sub-categories, namely: Memory strategy, Cognitive strategy, and Compensation strategy; and 2) Indirect Strategy consists of 3 sub-categories, namely: Metacognitive strategy, Affective strategy, and Social strategy.

It can be sum up that learning facility, learning motivation, and learning strategies will influence the ability of students on students' English writing skills. Some previous researches has discussed those variables such a research done by Na'imatush Sholihah (2017), found that: (1) learning facilities were more complete owned by students, the higher student learning outcomes, with $r\text{-count} = 0.549$ and $p = 0.000$ means significant, (2) the higher students' motivation to learn the better student learning outcomes, with $r\text{ arithmetic} = 0.598$ and $p = 0.000$, means it is significant, (3) Learning facilities at home and student learning motivation simultaneously has a contribution to the results of student learning by 50.1%. While 49.4% of learning outcomes are contributed by other aspects are not examined. Thus learning facilities and student learning motivation has a high contribution in influencing results of student learning.

The present research was conducted at the Vocational High School (SMK) Batik 02 Surakarta. Based on the observation results on SMK Batik 02 Surakarta they showed that there were some students who had full facilities to follow the online teaching learning activities and other students

who did not have complete facilities for participating online teaching learning activities. Thus, it could be understood that high-income of their parents was to support their learning process at home. Conversely, the students who came from families' lower income would get limited facilities for their online learning activities at home. The existence of full facilities for learning is indeed very helpful in improving student learning outcomes, but it does not automatically improve the quality of education in this case student learning outcomes at school.

The provision of internet access has been provided by the SMK Batik 02 Surakarta to support the student teaching learning activities. The existence of the internet with a large enough capacity is a school facility to support learning according to the majors in SMK Batik 02 Surakarta. Other learning facilities provided by the school include a computer assembly practice room and also a special class for students who want to increase the class hours for making internet technology based application programs. One of the supporting facilities to facilitate the students in learning English, the school also provides an English language laboratory which is used for practicing and developing their English.

In general, SMK Batik 02 Surakarta has good facilities in supporting the teaching learning process. It provides internet-based learning which has been owned by the school. So, the students can use their own facilities such as Android-based mobile phones. Students' motivation is also quite diverse in terms of the value of each student in learning English then it also has quite diverse in their results of learning. Seeing this condition, teachers are required to carry out the learning process by paying attention on the students' abilities. A good English learning strategy is expected to increase learning motivation and ultimately improve the students' learning outcomes.

Meanwhile, there are students in SMK Batik 02 Surakarta who are compatible in writing skill. It was proved based on the results from their writing projects from their English teachers. The students' writing results mostly were satisfying. They also showed good understanding in the use of

grammar and the choosing of dictions. Those were caused of the teachers' ways in giving and using some treatments to make the students easy in understanding the grammar, and making good writing.

Based on the explanations above, this study formulated the research questions as follows:

1. Are there any positive and significant contributions of students' learning facilities towards students' English writing skill at the first grade students of SMK Batik 02 Surakarta Academic Year 2020/2021?
2. Are there any positive and significant contributions of students' learning motivation towards students' English writing skill at the first grade students of SMK Batik 02 Surakarta Academic Year 2020/2021?
3. Are there any positive and significant contributions of students' learning strategy towards students' English writing skill at the first grade students of SMK Batik 02 Surakarta Academic Year 2020/2021?
4. Are there any positive and significant contributions of students' learning facilities, learning motivation, students' learning strategy toward students' English writing skill at the first grade students of SMK Batik 02 Surakarta Academic Year 2020/2021?

2. METHOD

This research design is quantitative research. The population of this research was 90 social studies students majoring in accounting in class X at SMK Batik 2 Surakarta. This study uses a random sampling method to obtain research samples. The instruments are questionnaires and tests. There are three independent variables, namely learning facilities, learning motivation and learning strategies, while the dependent variable is the students' ability to write English. Researchers used data analysis (descriptive statistics, classic assumption tests (normality, linearity, multicollinearity, heteroscedasticity, multiple regression)) and hypothesis testing (t-test (partial), F test (simultaneous), coefficient of determination, predictor contribution) for the analysis technique. data.

3. RESULTS AND DISCUSSION

The findings of this research can be described that the answered of the research problems are as follows:

3.1 Contribution of Learning facilities (X1), learning motivation (X2), and learning strategy (X3) towards Students' Writing Skill

The calculation result showed that there were positive and significant contributions of learning facilities, learning motivation and learning strategy towards students' writing skill at first grade of SMK Batik 2 Surakarta in academic year 2020/2021. The significance was 0,017 which was less than 0,05. From the result above, the researcher concluded that H_0 was denied and H_a was accepted. The last was result of the variables can be known from coefficient determination (R^2) was 0,166. So, it meant that the contribution value of all independent variables namely learning facilities (X1), learning motivation (X2), and learning strategy (X3) as a dependent variable at first grade of SMK Batik 2 Surakarta in academic year 2020/2021 was 16,6% and the other 83,4% were influenced by other factors which were not discussed in this research.

3.2 Learning Facilities (X1) toward Student's Writing Skill

The result showed that the students often easy improved writing skills with learning facilities. Statistically, the percentage of learning facilities was 74%. So, it meant that the students' writing skills at first grade of SMK Batik 2 Surakarta in academic year 2020/2021 was improved by using with learning facilities. Based on percentage of each indicator, the highest learning facilities indicator was in home facilities and group accountability with 55%.

Meanwhile, the calculation result showed that there was positive and significant contribution of learning facilities towards students' writing skill at first grade of SMK Batik 2 Surakarta in academic year 2020/2021. The result of tresult was 2,885 which were more than 1,988. The significance result of this variable was 0,006 which was less than 0,05. From the result above, the researcher concluded that H_0 was denied and H_a was accepted.

So, it meant that the hypothesis of second variable (H2) about “there is positive and significant contribution of Learning motivation toward the student’s writing skill” was accepted.”

3.3 Learning Motivation (X2) toward Student’s Writing Skill

The results of students’ motivation was 63.0%. So, it meant that the students’ writing skills at first grade of SMK Batik 2 Surakarta in academic year 2020/2021 could be improved by using learning motivation. There were two indicators in this variable, namely intrinsic motivation and extrinsic motivation. Based on percentage of each indicator, the highest motivation was in Intrinsic motivation with the score 37,6%. Meanwhile, the extrinsic motivation also gave contribution in increasing the students’ writing skill. The percentage of extrinsic motivation in the “often and always” category was 74,8% and the percentage of intrinsic motivation in “often and always” category was 74,9%.

Meanwhile, the calculation result showed that there was positive and significant contribution of learning motivation towards students’ writing skill at first grade of SMK Batik 2 Surakarta in academic year 2020/2021. The result was 2,885 which was more than >1,988. The significance result of this variable was 0,006 which was less than 0,05. From the result above, the researcher concluded that Ho was denied and Ha was accepted. So, it meant that the hypothesis of the second variable (H2) about “there is positive and significant contribution of Learning motivation toward the student’s writing skill” was accepted.

3.4 Learning Strategy (X3) toward Student’s Writing Skill

The fourth result of descriptive statistic was about learning motivation. Based on the result of descriptive statistics about learning motivation, the researcher concluded that the students were easy to improve their writing skills using learning motivation. Statistically, the mean of all indicators was 2, and the standard deviation was 3,7. The mean of learning facilities at first grade of SMK Batik 2 Surakarta in academic

year 2020/2021 was more than 3,25. So, it meant that the use of learning strategy could make the students increase their writing skills.

Then, the calculation result showed that there was positive and significant contribution of learning strategy towards students' writing skill at first grade of SMK Batik 2 Surakarta in academic year 2020/2021. The result was 0,425 which was more than 1,988. The significance result of this variable was 0,673 >0,05. From the result above, the researcher concluded that H_0 was accepted and H_a was denied. So, it meant that the hypothesis of third variable (H_3) about "there is not positive and significant contribution of learning strategy toward the students' writing skill" was denied."

Based on the finding of the contribution of learning facilities, learning motivation, and learning strategy toward the students' English writing skill the researcher concluded that the all independent variables partially contributed to dependent variable. The result of this research is consistent with the previous research from Velazquez, Perez, and Assar (2012: 306) which concluded that student's learning styles and teacher teachings strategies make students have better performance whilst learning. The other research also give the same result such as a study conducted by Yussi, Syaad, and Purnomo (2016: 969) which concluded that motivation contributes positively to learning results. The explanations are: (1) when having motivation, the students will get better achievement in learning, (2) when having better achievement; the students will try to use their learning motivation in studying. It is the same rule to get better achievement in developing or mastering English.

The findings of the contribution of student's motivation toward the students' English writing skill, the researcher concluded that this independent variable partially contributed to dependent variable. This research consistent with previous research by Fayombo (2015) which concluded that learning styles, teaching strategies and academic achievement among some psychology undergraduates. This study found that students benefited from the

learning strategies utilized in the classroom. Not only one element but there are many students' preferences in this study, such as visual, auditory, kinesthetic, and multiple modes of learning styles. Additionally, in this study, the teaching strategies and learning styles give the more contributed to the variance in students' academic achievement. The researcher used three self-report instruments to get the data: (1) active learning strategies questionnaire, (2) learning style survey (VAK), and (3) academic achievement scale. The researcher also makes three categorizes to investigated: (1) the learning preferences (visual, auditory, kinaesthetic), (2) the teaching strategies (videos, games, role-play, discussion, group work, clarification pauses, five minute-paper, discussion forum, and glossary activity), and (3) the influence on the academic achievement. The same with the current study is the researcher also uses question to get the data. The difference from the current study is the students' level. In language teaching, one of the factors of successes in teaching learning process depends on people in the classroom, so here the teacher is one of the important factors in learning style. This interaction is to be an important element for teaching and learning process, because it is to be a basic condition for establishing an effective learning process. Meanwhile, it is possible that the student's learning styles have high contribution to improve the student's writing skill be better.

4. CLOSING

4.1 Conclusion

The conclusions of the research are 1) the calculation result shows that there is positive and significant contribution of learning facilities, learning motivation and learning strategy towards students' writing skill at first grade of SMK Batik 2 Surakarta in academic year 2020/2021. The significance is 0,017 which is less than 0,05. From the result above, the researcher concluded that H_0 is denied and H_a is accepted. 2) The calculation result shows that there is positive and significant contribution of learning facilities towards students' writing skill at first grade of SMK Batik 2 Surakarta in academic year 2020/2021. The result of tresult is 2,885 which is more than 1,988. The

significance result of this variable is 0,006 which is less than 0,05. From the result above, the researcher concluded H_0 is denied and H_a is accepted. 3) The calculation result shows that there is positive and significant contribution of learning motivation towards students' writing skill at first grade of SMK Batik 2 Surakarta in academic year 2020/2021. The result of tresult is 2,885 which is more than 1,988. The significance result of this variable is 0,006 which is less than 0,05. From the result above, the researcher concluded H_0 is denied and H_a is accepted. 4) The calculation result shows that there is positive and significant contribution of learning strategy towards student's writing skill at first grade of SMK Batik 2 Surakarta in academic year 2020/2021. The result of tresult is 0,-425 which is more than 1,988. The significance result of this variable is 0,673 > 0,05. From the result above, the researcher concluded H_0 is accepted and H_a is denied.

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